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ABSTRACT

The reading program model developed at Ypsilanti High School (Michigan) is described in this paper and is suggested as a method of solving reading problems encountered by high school students. The first section of the paper contains an overview of the content area reading program, including descriptions of the program's philosophy, components, methods of content training, products, and procedures for selecting remedial students and staff. The second half of the paper contains a general description of compare/contrast activities developed as part of the program for grades nine and ten. Specific descriptions and attendant instructional materials are provided for four activities related to particular content areas (contrasting synonyms and antonyms, comparison of World Wars I and II, comparison of job interviewing behaviors, and comparison of four presidential candidates). (RL)

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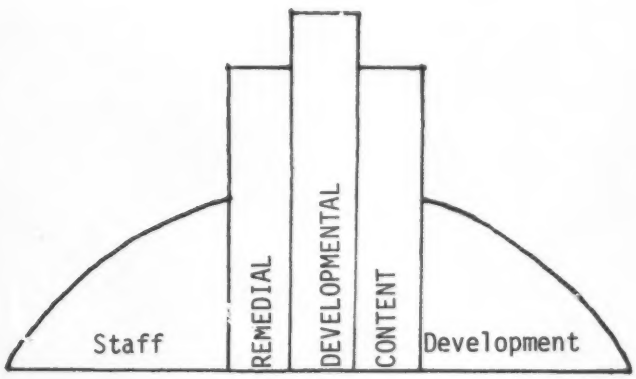
Ypsilanti High School

Secondary Reading



Project READ

Title IV-C

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CS 006 255

TABLE OF CONTENTS

OVERVIEW OF CONTENT READING

Philosophy. 1
Model. 2
Content Training. 3
Products of Content Program. 4
Selection Procedures for Remedial Students. .4
Staff Selection. 5
Need for Content Program. 6
Ypsilanti Content Program. 7

GENERAL DESCRIPTION OF COMPARE/CONTRAST ACTIVITIES 9-10

ACTIVITIES

CONTRASTING SYNONYMS AND ANTONYMS. 11-12

COMPARISON OF WORLD WAR I & II. 13-17

COMPARISON OF JOB INTERVIEWING BEHAVIORS. . .18-29

COMPARISON OF 4 PRESIDENTIAL CANDIDATES. . . 30-37

A COMPREHENSIVE SECONDARY READING PROGRAM MODEL

PHILOSOPHY

The model at Ypsilanti High School is being suggested as a method of solving reading problems secondary students encounter during their high school years. The strategies are predicated upon elements of existing programs that research indicates have been successful. By incorporating the four major components of the model, the content teachers, remedial reading teacher, developmental reading teacher and the internal resource person, content related reading skills can be systematically reinforced throughout all phases of the curriculum. It is the continuous reinforcement of these elements rather than a series of isolated programs that differentiate this model from previously existing programs. Since vertical and horizontal communications between the remedial reading staff, developmental reading staff, content teachers and internal resource person is absolutely essential to the success of the program, time is provided to establish a means of enhancing, continuing and improving communications in the crucial areas of the model. One of the underlying assumptions of this model is that to merely become conversant with content related teaching strategies is not enough. As a result, our staff development model is based on a 3 year plan.

We include the direct involvement of administrators in the development sessions and provide for an internal resource person who will eventually assume a major role in the staff development project.

After a systematic search of existing programs and one year of initially testing out staff development sessions as well as conducting several meetings with high school staff, the program appears to offer feasible solutions to problems high schools experience.

Incorporated in the program are all the components identified as success elements in high school reading programs. Specifically, these are remedial instruction, developmental instruction, content instruction, staff development (planned with the teachers), follow up workshops, in school support

teachers, administrative support, community input, and time to coordinate and dialogue about the program and resources available to assist teachers with program implementation.

THE MODEL THE PROJECT IS BUILDING

The model develops a comprehensive high school reading program consisting of remedial reading, developmental reading, and content area reading. Each component is involved in staff development sessions that will train staff in techniques for implementing a comprehensive reading program.

1. REMEDIAL READING PROGRAM

The remedial reading program is designed for those students who are reading two or more years below grade level. The students are selected for the program by a combination of methods, and letters are sent to the parents of the students requesting that they elect the class in 9th grade. Instruction is based on a diagnostic prescriptive method and includes large group and small group interaction as well as individual student skill work. Special emphasis is placed on reinforcing the six identified content processing skills which are being stressed in the staff development sessions. The remedial reading teachers are preparing manipulative activities which reinforce these skills in the lab situation. A process to discuss mutual student achievement concerns is being developed to insure articulation between remedial and content programs.

2. DEVELOPMENTAL READING PROGRAM

Students involved in the developmental reading courses display adequate mastery of word recognition and literal comprehension skills, but need additional practice in reading at the interpretive levels of comprehension. The developmental reading course offers instruction in interpretive comprehension skills, critical and creative reading skills, vocabulary development, study skills, flexible reading rates and content processing skill reinforcement. The developmental reading teacher is receiving training in the six identified content processing skills and develops manipulative activities which reinforce the skills in the developmental reading class. The teacher is a member of the high school reading department and is assisting with the development of the reading support services for the high school staff.

3. CONTENT AREA READING

A core of teachers from the content areas of language arts, social studies, science and business are participating in staff development sessions designed to teach the six identified content processing skills. An outside consultant conducts six training sessions during the school year. Teachers in their first year of training are called Core Group A teachers. The first year of training consists of six sessions on how to teach and reinforce the six skills in the specific content areas. The six identified skills are; (1) perceiving relationships between ideas, (2) recognizing main ideas, (3) discovering cause and effect relationships, (4) perceiving comparative and contrastive relationships, (5) arranging information in its proper sequence, and (6) developing problem solving techniques. After each session with the outside consultant the internal reading support teacher conducts a workshop to develop manipulative activities to teach the skill in the content area. After the manipulative activity has been developed, the reading support teacher visits the content teachers' classrooms and the lesson is conducted with both teachers assisting.

During the summer at the end of the first year of training the Core Group A teachers learn how to develop objective reference tests based on the six skills for their content classes. They also further develop a unit of study in their content area which reinforces the skills.

During the second year of training, Core Group B (old Group A) will receive training in small group management, diagnostic teaching strategies, utilization of test score data, refinement of content processing teaching strategies and inter and intra departmental articulation strategies.

The third year of training involves Core Group C teachers (old Group B) learning how to utilize MEAP results and develop and utilize group informal reading inventories. The last year of training will focus in on assisting others in the project and finishing all project products.

MAJOR PRODUCT ACTIVITIES

The major activities include; (1) the training sessions and follow up workshops for 31 staff members, (2) the implementation of developed activities within content classes, (3) the development of a central resource file of content related activities, (4) the construction of objective referenced tests, (5) the development of course descriptions for remedial reading, developmental reading and reading support services, (6) the development of products for program implementation such as a program manual, student attitude inventory, informal reading inventories and graduate follow up survey. Project staff has made presentations to the total school staff, parents and students. They have conducted demonstration lessons and open house sessions. A video tape presentation was prepared for the Board of Education and several awareness materials are being drafted.

EVALUATION PROCEDURES AND PROBLEMS

PROCEDURES USED TO IDENTIFY AND SELECT ALL MAJOR PROJECT LEARNER GROUPS

1. STUDENTS

Students in the remedial reading classes are selected during the spring of their 8th grade year. The following procedure is utilized. The students are selected for the program by a combination of the following methods; (1) content teacher recommendation, (2) students who demonstrate the willingness to improve their reading skills, (3) middle school recommendations, (4) student's self assessment, (5) mastery level of K-8 reading objectives, (6) informal reading inventories, and/or (7) standardized test scores. Students enrolled in the developmental reading classes select the course as an English elective and are recommended by the counseling staff based on their level of performance in their regular English classes. Students in the content classes are exposed to the project as a consequence of their teacher choosing to be part of the training.

2. STAFF

All content staff receiving training thus far has been on a voluntary basis with reading teachers being required to participate. Staff is selected according to content area in order to maintain a balance and exposure across several content areas. Efforts have been made to include department chairpersons in the training but nothing has been mandatory. The high school principals attended two training sessions designed specifically for them and attendance at these was required.

CONTENT AREA READING

Need

While most secondary content area teachers recognize the importance of the reading processing skills in successful student learning, many feel ill-prepared to teach these skills. Many content area teachers have received little or no professional training in the teaching of reading.

Large numbers of students lack the critical reading skills to adequately comprehend their textual materials. This becomes a major problem because high school students are expected to be proficient in content processing skills when enrolling in a content course. There has been little systematic instruction in the usage of content processing skills such as perceiving relationships, recognizing main ideas, discovering cause/effect and compare/contrast relationships, problem solving and sequencing; therefore, many students exhibit inadequate levels of performance.

Traditional reading programs have focused their efforts only in the remedial and developmental areas. Where a content approach exists, only a minority of the teachers within a department use any systematic method for infusing reading skills into their content area. Also, few staff members reinforce the teaching of specific skills across content areas. It is one thing to say that content teachers incorporate reading skills into their materials, but yet another to have a major portion of the teachers actively involved in the teaching of such strategies. For example, if science or mathematics teachers use a problem solving process, do social studies or English teachers reinforce that process when applicable, by creating specific examples of how the problem solving process might apply to their own content area? This suggests more than just a perfunctory "you might have learned about this in science". Teachers must not only make an active attempt to ascertain what common content-related reading skills exist and how they can be juxtaposed with content material,

but teachers should also seek to mutually reinforce them. It seems logical to assume that if a systematic approach is not developed to instruct students in reading/content processing skills, then students are not going to improve their functional or critical reading skills.

Read-In-Content Program - Ypsilanti High School

The strategies described herein are being proposed as a solution to the stated problems. They have their basis in a comprehensive high school reading program where the following components are present--remedial reading, developmental reading, content reading and staff development. By incorporating the four major components of the model, content related reading skills can be systematically reinforced throughout all phases of the curriculum.

Today's presentation focuses on one component of the comprehensive reading model--content area reading.

Six (6) content processing skills have been identified as being essential for the comprehension of most secondary textual material. These are: (1) perceiving relationships between ideas, (2) recognizing main ideas, (3) discovering cause and effect relationships, (4) perceiving comparative and contrastive relationships, (5) arranging information in its proper sequence, and (6) developing problem solving techniques. A core of teachers from the content areas of language arts, social studies, science, and business are participating in staff development sessions designed to teach the six identified content processing skills. Teachers in their first year of training concentrate on learning the skills and developing activities to teach them in their classrooms. Teachers in the second year of training not only continue to reinforce instruction by producing and implementing more activities in their classrooms,

but also receive training in small group management, diagnostic teaching strategies, utilization of test score data and begin the task of developing inter and intra departmental articulation strategies. Teachers in the third year of training continue to refine their content processing teaching strategies, learn how to utilize Michigan Educational Assessment Test results and develop and utilize group informal reading inventories.

The content area reading program at Ypsilanti High School is predicated on the belief that, for the most part, students have the ability to decode the words in their content textbooks but are unable to process the information. A manipulative component is being employed to supplement the traditional lecture, question/answer worksheet techniques so common to secondary teaching. Although many types of manipulatives can be used at the high school level, our focus, to date, has been on teacher produced cards. The cards, which teach content through process, are manipulated by students in groups of three or four. As students sort the cards, they are encouraged to interact meaningfully and to engage in debate as to whether or not their placement of cards can be justified with information from the source material. These "learn by doing" activities stimulate thinking as students move from being passive to being active participants in the learning process.

By educating content area teachers to teach content through process and providing students with ample opportunity for instruction in the reading skills in many content areas, it is our belief that students will exhibit improved comprehension of secondary content materials.

DESCRIPTION OF SAMPLE COMPARE/CONTRAST ACTIVITIES

USE: The activities herein were used both in ninth and tenth grade support classes and regular classes. With minor suggested revisions, they would be appropriate for upper elementary and middle school students.

PURPOSE: The activities are designed to teach content through reading processing skills. By providing students with reinforcement in the compare/contrast strategy, it is felt that students will be better able to comprehend material, organized around named strategy, presented to them in secondary texts and supplementary materials. The activities provide a structure which facilitates the learning of content and process simultaneously.

GROUPING SIZE AND RATIONALE: The content reading program is predicated on small group work, as peer dialogue has been shown to be an effective learning tool. Groups generally consist of 3 or 4 students. Less than two students do not provide sufficient interaction and groups of 5 or more may enable several group members to "lay back" and "let others do the work". Within classes, groups may be formed on the basis of ability or, depending on the activity, the teacher may favor social or random grouping. The activity dictates the grouping. Activities may also be varied to suit ability levels; e.g., cards may be reduced for one group while they may be added for others, more difficult concepts can be added to cards to challenge more capable students, or color coding the cards may be employed to provide more structure to those needing it.

GROUPING PROCEDURE: A student may be assigned as the group leader and told to check the group's work and make sure that group members can support their placement of cards with evidence from the reading material, if it exists, or with sound logic for activities which are based on known concepts or are introductory in nature. Students are encouraged to interact.

GENERAL ACTIVITY INSTRUCTIONS: Students are provided with background information regarding the activity they are about to engage in. If reading material accompanies the activity, the students are asked to read the material silently or they may engage in round robin oral reading or the teacher may choose to read the selection to the students. Directions for the activity are then given, including a discussion of the reading skill which is being worked on. As most activities have heading cards, students are usually asked to pull those out and place them on the table, afterwhich they appropriately place the rest of the cards under the headings.

FOLLOW UP ACTIVITIES: After the placement of the cards has been checked, students are most generally provided with a sheet upon which to transfer the information. This sheet can serve as a springboard for future class discussion or may be used as a review sheet for a test. Also higher level thinking activities follow in the form of paragraph writing or questions and answers.

S Y N O N Y M S / A N T O N Y M S

Compare/Contrast - Perceiving Relationships

This activity was used successfully with EMI special education students at the high school level. The use of primary type on the cards provides assistance to students whose vision is impaired. The activity serves as a tool to teach the usage of synonyms and antonyms as well as to introduce the reading strategies of perceiving relationships and compare/contrast.

The activity followed a 2 week review of antonyms and synonyms. Students were asked to locate the heading cards and then to arrange the synonym/antonym cards under the correct heading. Students were then given 10 sentences on construction paper slips, with a word in parentheses and next to it, a blank space. For 5 of the sentences students had to provide a synonym for the word in parentheses. For the other 5 sentences, they had to provide an antonym for the word in parentheses. The insertion words were placed on small slips of colored paper.

For follow up, students may be asked to write 10 sentences using either an antonym or synonym for the words given.

Synonym	Antonym
beautiful	quiet
baby	alike
speak	wrong
answer	wild
finish	quickly

Other words may be substituted.

CONTRASTING SYNONYMS AND ANTONYMS

SYNONYMS	ANTONYMS
start - begin	quiet - noisy
pretty - beautiful	lose - find
baby - infant	dirty - clean
big - large	early - late
speak - talk	different - alike
finish - complete	wrong - right
answer - reply	wild - tame
sick - ill	sour - sweet
happy - glad	quickly - slowly
strike - hit	above - below

Please (start) _____begin_____ your homework.

He will (complete)__finish____ his work tomorrow.

My grandmother is (ill) __sick_____.

Do not (strike) ____hit_____ the dog.

The playground is (large)__big_____.

The classroom is (noisy) __quiet_____.

Did he (lose) ____find_____ the book?

His bedroom is (dirty)____clean_____ .

I get up (early) ____late_____ every morning.

Cherries are very (sour) ____sweet_____.

COMPARISON OF WORLD WAR I and II

Compare/Contrast

This activity was designed as a review or culminating activity after completing a study of World Wars I and II.

It was used with ninth grade U.S. History students. As the source is lengthy (Chapters 7-10 of Challenge of America, Holt, Rinehart and Winston, Inc. Mitchell Okun and Stephen H. Bronz, 1973)a copy of it is not included here. Teachers may adapt any material to the format presented here.

This compare/contrast activity, like many others, moves students in a structured step-by-step manner from a literal level of thinking to abstraction.

PROCEDURE: (Examples of follow up are included)

1. Students, working in groups, using source material, engage in a perceiving relationships skill as they categorize cards under either World War I or World War II.
2. For the next level, students are given a blank chart divided into World War I and II with several variables, the teacher has identified as important, listed along the side. To complete the chart, students must discriminate not only between the wars but also among the variables.
3. For the third level, students must pull out similarities and differences from the charts they have completed. To accomplish this successfully, students must understand the compare/contrast process and have the ability to discern differences and likenesses. There is room for creative thinking as similarities and differences which are justifiable,, but not necessarily presented as part of the activity, may also be included. Additional structure may be provided by asking students to list a specific number of similarities and differences.

4. The final step, drawing conclusions, involves being able to integrate information, to generalize and to engage in abstract thinking.

If is felt that if students are provided with structured content/process activities and these are reinforced across content areas, the result will be better comprehension of textual materia'.

KEY

COMPARISON OF WORLD WARS I AND II

Chart 1

Name_____

Date_____

Directions: Fill in blanks with information from the cards

	WORLD WAR I	WORLD WAR II
Causes	Internal conflict among European nations Dispute over territory of Alsace-Lorraine Overthrow of Czar Nicholas II Zimmerman note German submarine attack on neutral countries U.S. was not main cause of war	Internal conflict among European nations Germany was not satisfied with peace settlement of World War I Economic depression in Germany Japanese attack on Pearl Harbor U.S. was not main cause of war Invasion of Poland 1939
Equipment and Weapons	First time airplanes used Use of poison gas Trench warfare	Tanks Nuclear weapons Use of paratroopers
Peace Agreement	League of Nations Versailles 1918	United Nations U.S.S. Missouri 1945
Effects	Draft initiated Converted industry from making consumer items to war materials isolation United people in a common cause Depression Caused inflated economy	Caused food rationing Converted industry from making consumer items to war materials Truman Doctrine United people in a common cause Marshall Plan Jewish people persecuted Communist agression
Agencies Established to Prepare For War	War Labor Board War Industries Board Federal Food Administration	War Production Board Office of Price Administration
Kind of Government of U.S. Enemy Nations	Democratic	Dictatorship

18

19

15

Follow Up Chart

COMPARISON OF WORLD WARS I AND II

Chart 1

Name _____

Date _____

irections: Fill in blanks with information from the cards

	WORLD WAR I	WORLD WAR II
auses		
quipment nd Weapons		
eace greement		
ffects		
gencies stablished to repare for ar		
ind of Covernment f U.S. Enemy ations		

20

21

Follow Up Chart

COMPARISON OF WORLD WAR I AND II

Name_____

Chart 2

Date_____

Directions: From Chart 1, list five significant similarities and differences between World War I and II

SIMILARITIES BETWEEN W.W. I & II	DIFFERENCES BETWEEN W.W. I & II

Conclusions: Study the five differences and similarities between W.W. I & II and in a paragraph write conclusions about W.W. I & II. You may do this on the reverse side of sheet.

COMPARISON OF JOB INTERVIEWING BEHAVIORS

Compare/Contrast

This activity was used in a post day ninth and tenth grade alternative education class as part of a career unit, but would be equally as applicable in any class where career, business, consumer education, etc. is the focus.

The activity is based on the following reading, a copy of which is attached. (Source: How to Get a Job and Keep It, "Making the Job Interview", Pub. Steck-Vaughn Co., Austin, Texas, by D.Goble 1975, pp 37-43.***

PROCEDURE: (examples of follow up are included)

1. Students, working in groups, using source material, engage in a perceiving relationships skill as they categorize cards under either POSITIVE INTERVIEWING BEHAVIORS or NEGATIVE INTERVIEWING BEHAVIORS.
2. After card placement has been checked, students are given a sheet upon which to transfer the positive interviewing behaviors. Note: As negative behaviors are to be downplayed, they are not dealt with beyond step 1.
3. Next, the students are asked to divide the positive behaviors into "Preparation Prior to Interview" and "Things To Do During Interview". Students are encouraged to interact at every level of the activity, but especially at this step, as they must draw on own resources, class discussion and prior knowledge as well as the source material.
4. The information that has now been generated takes on "personal" meaning as students conclude the activity by choosing "Preparation for" and "Behaviors during" interview which they deem most important. Once chosen, reasons are given.

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KEY TO CARD PLACEMENT

Directions: Transfer the information from the cards under the correct heading.

Name _____

Date _____

COMPARISON OF INTERVIEWING BEHAVIOR

POSITIVE BEHAVIORS	NEGATIVE BEHAVIORS
arrive 15 minutes early for interview	bring a friend to the interview
bring resume'	smoke, if you are asked to
know something about the firm for which you want to work	chew gum if you are invited to
be specific about the position you are seeking	tell interviewer you'll take any job he/she has
keep answers to questions short	brag about your qualifications
answer personal questions briefly and generally	if applying for a mechanic's job, dress like a mechanic
look interviewer in the eye	answer the interviewer's questions with a "yes" or "no" only
bring a writing pad and pen/pencil with you	sit down before the interviewer does
be complete and brief in describing your past work experience	tell the interviewer if your past employers were unfair to you
thank the interviewer at the end of the interview	argue with the interviewer
make a list of questions you want to ask the interviewer about the job	if the interviewer asks you personal questions, it is all right to ask him/her personal questions
if you have ever been fired, admit it	tell what you can't do
do ask about salary and fringe benefits	wear flashy clothes

Follow Up Chart

Directions: Transfer the information from the cards under the heading Positive Behaviors.

Name_____

Date_____

COMPARISON OF INTERVIEWING BEHAVIOR

POSITIVE BEHAVIORS

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

FOLLOW UP CHART

Directions: Working with the 13 positive cards, divide them into "Preparations Prior to Interview" and "Things To Do During the Interview" and record on chart.

NAME _____

DATE _____

POSITIVE INTERVIEWING BEHAVIOR

Preparations Prior to Interview	
Things To Do During the Interview	

Conclusions: From the "Preparation" column, pick 2 (two) which you consider the most important, and provide reasons.

From the "Things To Do" column, pick 3 (three) which you consider the most important, and provide reasons.

If you have had an interview or job give personal examples as to why you chose the reasons you did.

Please put your answers on the back of this paper.

KEY

Directions: Working with the 13 positive cards, divide them into "Preparations Prior to Interview" and "Things To Do During the Interview" and record on chart.

NAME _____

DATE _____

POSITIVE INTERVIEWING BEHAVIOR

Preparations Prior to Interview	bring resume arrive 15 minutes early for interview know something about the firm for which you want to work bring a writing pad and pen/pencil with you make a list of questions you want to ask the interviewer about the job
Things To Do During the Interview	be specific about the position you are seeking keep answers to questions short answer personal questions briefly and generally look interviewer in the eye be complete and brief in describing your past work experience thank the interviewer at the end of the interview if you have ever been fired, admit it do ask about salary and fringe benefits

22

Conclusions: From the "Preparation" column, pick 2 (two) which you consider the most important, and provide reasons

From the "Things To Do" column, pick 3 (three) which you consider the most important and provide reasons.

If you have had an interview or job give personal examples as to why you chose the reasons you did.

COMPARISON OF 4 PRESIDENTIAL CANDIDATES

Compare/Contrast

Objective: To provide literal and inferential level application of Compare/Contrast to social studies material.

To introduce a higher level method for organizing Compare/Contrast material (charts)

Reading Material: Scholastic Search Magazine, October 17, 1980, pp. 6, 7 & 27***

Prior to launching into this activity, students had been engaged in several Compare/Contrast activities.

The teacher may read the source material to students, providing the focus as he/she reads. Due to the low ability level of the students and the length of material, one class period would not be enough time for the activity if students read the material themselves. (The activity was used in a remedial reading class.)

Students are then instructed to pull out the heading cards and organize the details under the proper candidate, using the material as a reference.

After successful completion of the task, they are asked to fill out a checklist, comparing the 4 candidates and then to answer questions regarding the comparison.

This activity may be adjusted for varying ability levels by reducing the number of cards or by concentrating on one or 2 areas of comparison. If the cards of one or more candidates were color coded, students would need only to draw out information for the remaining candidates. In addition, as part of the follow up activity, abler students may be assigned the chart instead of checklist.

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KEY TO CARD PLACEMENT

CANDIDATE #1	CANDIDATE #2	CANDIDATE #3	CANDIDATE #4
Democrat	Republican	Republican	Democrat
from Tennessee	from Illinois	from New York	from Missouri
61 years-of-age	46 years-of-age	54 years-of-age	64 years-of-age
lawyer	tried farming but failed at it	teacher lawyer	farmer bookkeeper
served as U.S. Congressman and Senator	a general in the U.S. Army whose victories during the Civil War made him a hero	not a "political, party man"	U.S. Vice-President
U.S. Army general whose troops won great victories in the War of 1812	a brave Army officer, yet was forced from the Army after the Mexican-American War for drinking	did not like to compromise	poor eyesight
rarely free from scandal	excellent ability to lead men and win battles	a clear, logical thinker	never went to college
married a woman often accused of being "immoral"		called a "bearded iceberg"	served in U.S. Army during World War I
often fought over his wife's honor		a reputation for being a warm, family man	married his childhood sweetheart
coughed blood and suffered from chills, headaches, and stomach problems		a U.S. Supreme Court judge who helped protect the rights of workers, blacks, and the poor	ran a clothing store that failed after a few years
was accused of being a gambler and a heavy drinker		governor of New York	U.S. Senator
a rich man who kept slaves on his plantation, yet was thought to be a man of the people		as a lawyer, he had a reputation as an honest reformer of "big business"	supported by a corrupt political machine
			a straight-forward, honest style

Follow up activity for students who need maximum structure.

"WOULD YOU ELECT THESE MEN PRESIDENT?"
Compare/Contrast

CHECKLIST

Descriptive Statements		Candidates 1	2	3	4
Age	--40's				
	--50's				
	--60's				
Political Party	--Rebublican				
	--Democrat				
	--other				
Region	--Northeastern				
	--Midwestern				
	--Southern				
	--Western				
Education	--did not attend college				
	--did attend college				
Careers	--law				
	--education				
	--army				
	--business				
	--government				
	--farming				
Marital Status	--single				
	--married				
	--widowed				
	--divorced				
Physical Condition	--poor health				
	--good health				
Reputation	--accused of drinking				
	--accused of gambling				
	--generally "good"				
	--generally "bad"				
Sex	--female				
	--male				

DISCUSSION TOPIC -- Which of the four candidates would your group elect? Why?

Follow up activity for students who need limited structure.

"WOULD YOU ELECT THESE MEN PRESIDENT?"
Compare/Contrast

CHART

Description	Candidates 1	2	3	4
Age				
Political Party				
Geographical Region				
Educational Background				
Career Experiences				
Marital Status				
Physical Condition				
General Reputation				
Sex of candidate				

DISCUSSION TOPIC: Which of the four candidates would your group elect? Why?

Follow Up Activity

Presidents, continued

WHAT CONCLUSIONS CAN YOU DRAW?

A) In what ways are two, three, or all four candidates alike?

B.) In what ways do the candidates differ?

C.) Now read the final page of the article to discover the identities of the candidates.

Candidate 1:_____ Was he elected?_____

Candidate 2:_____ Was he elected?_____

Candidate 3:_____ Was he elected?_____

Candidate 4:_____ Was he elected?_____

D.) What conclusions can you draw about what qualities or characteristics help a person become president?